A BIBLIOGRAPHY OF THE DIRECT INSTRUCTION CURRICULUM AND STUDIES EXAMINING ITS EFFICACY

~ OCTOBER 2011 ~

NATIONAL INSTITUTE FOR DIRECT INSTRUCTION
EUGENE, OREGON
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Preface

Research on the effectiveness of Direct Instruction (DI) has spanned over 40 years, consistently providing support for the assertion that all children can learn if provided with appropriate instruction. Studies involving Direct Instruction curricula and its implementation have been conducted with a wide variety of populations, in different settings, and within all subject areas related to the programs. This report from the National Institute for Direct Instruction (NIFDI) provides citations to many of these studies.

The document has five major sections. The first section lists the DI programs that have been developed over the years, with separate sections for different subjects. Sections II, III, and IV focus on studies of DI’s effectiveness, categorizing the studies by the type of research design and curricular focus. Section II lists studies that utilized randomized control designs, while Section III lists studies that used quasi-experimental and other designs. Section IV lists the studies noted in Sections I and II by year of publication, beginning with the most recent. Studies that have been abstracted in NIFDI’s on-line searchable research base are indicated by an asterisk in this section.

Section V lists a wide variety of other work related to Direct Instruction. The first subsection includes a broad range of general articles and books. This is followed by criticisms and responses, writings on Project Follow Through, and then material related to specific subject areas and target audiences. An extensive sub-section (Q) lists studies that were instrumental in the development of the programs and the two final subsections list unpublished dissertations and theses and case-study reports from individual schools and districts.

This compilation of citations will be regularly updated. Because the body of research related to Direct Instruction is so large, many studies may not have been included or may be wrongly classified. Researchers who know of other studies that should be added, including unpublished manuscripts such as dissertations and thesis projects, or who have other suggestions for corrections are asked to send their ideas to the NIFDI research office at research@nifdi.org.
I. Direct Instruction Programs

A. Reading


B. **Corrective Reading**


C. Spelling


D. **Mathematics**


**E. Corrective Math and Math Modules**


**F. Language**


G. **Expressive Writing**


**H. Cursive**


**I. CDs and Videodiscs**


J. Computer-Assisted Instruction Programs


K. Games


L. Tests


**M. Other Programs**


II. Efficacy Studies Using Randomized, Control-Group Designs

A. Reading


B. Language


C. Mathematics


D. Miscellaneous


III. Quasi-Experimental Efficacy Studies and Studies Using Other Designs

A. Reading Mastery/DISTAR Reading


### B. Corrective Reading


### C. Horizons/Funnix


D. Language For Learning/ Distar Language


E. Spelling


F. **Writing Programs: Reasoning & Writing, Language for Writing, Expressive Writing**


G. Mathematics Programs


H. Project Follow Through


I. Implementation-related


J. Meta-Analyses/Research Reviews


**K. Miscellaneous Studies**


IV. Publications by Year

A. 2011


B. 2010


*Abstracted in NIFDI Research Base, September 2011.*


C. 2009


D. 2008


E. 2007


**F. 2006**


G. 2005


**H. 2004**  


I. 2003


J. 2002


Fredrick, L., Keel, M. & Neel, J. (2002). Making the most of instructional time: Teaching reading at an accelerated rate to students at risk. *Journal of Direct Instruction, 2*(1), 57-63.*


K.  2001

Blakely, M. (2001). A survey of levels of supervisory support and maintenance of effects reported by educators involved in Direct Instruction implementations. *Journal of Direct Instruction, 1*(2), 73-83.*


L.  2000


M. 1999


**1998**


O. 1997


P. 1996


Q. 1995


R. 1994


S. 1993


T. 1992


V. 1990


W. 1989


X. 1988


Y. 1987


Z. 1986


AA. 1985


**BB. 1984**


CC. 1983


DD. 1982


**EE. 1981**


**FF. 1980**


GG. 1979


HH. 1978


II. 1977


JJ. 1976


KK. 1975


LL. 1972

V. Other Writings on Direct Instruction

A. General Articles and Books


Becker, W., Engelmann, S., Carnine, D., & Maggs, A. Recent developments and research findings in Direct Instruction. In S. Ward (ed.), *Year of the child lecture series*. North Ryde, Australia: Macquarie University.


B. Criticism and Response


**C. Follow Through Project**


Becker, W. C. (1978, March). The Follow Through data show that some programs work better than others. Symposium on Direct Instruction. AERA, Toronto.


**D. Language**


E. Mathematics


**F. Preschool**


G. Problem Solving and Reasoning Skills


**H. Reading**


I. Science and Social Studies


J. Spelling


K. Videodisc Programs


**L. Teacher Training**


M. Classroom Environment and Behavior Management


N. Children with Disabilities


**O. Teacher Attitudes**


**P. Writings for Parents**


Q. **DI Component Analysis**

**DI Versus Non-DI Component Comparison**


**Correction Procedure**


**Group Size**


**Massed versus Spaced Practice**


**Pacing**


**Positive and Negative Examples**


**Visual Displays**


**Wording**


**Pre-teaching**


**Sequences**


**Sound Separation**


**Use of Overt Steps**


**R. Unpublished Dissertations and Theses**


S. Case Studies of Individual Schools and Districts


Larsen, V. S. (1971). Results and observations during the development DISTAR instructional system: Summaries of case studies on the effectiveness of the DISTAR instructional system. Chicago: SRA.


